President.—We will next pass on to the resolutions. The first is in the name of Dr. A. G. Menon. He is absent.

Mr. A. B. Salem.—Still the subject may be noted.

President.—We all Government Officials support the resolution. Why not do it like the Asylum Press Almanac? Men like Mr. Satchit and others may start the thing. Some encouragement may be given by the Government. It will be a non-official publication with the support of the Government. If they do it in the proper way, Government can support.

Mr. A. B. Salem.—That will quite serve the purpose.

Dr. A. G. Menon being absent, the following resolution standing in his name was considered withdrawn;—

"*This Council recommends to the Government to issue an Annual Directory of the State on the lines of 'The Madras Year Book'*".

(2) *Restriction of rules for nomination in Village Panchayats.*

Mr. K. T. Mathew being absent, the following resolution standing in his name was considered withdrawn.—

"*This Council requests the Government to abolish immediately the rules restricting the selection of members for nomination to the Village Panchayats.*"

(3) *The Teaching of Household Arts and Cottage Industries in Schools.*

President.—The next is the resolution standing in the name of Srimati T. Madhavi Amma.

Srimati T. Madhavi Amma.—Sir, it is a well-known fact that, for some years now, our girls attend schools in almost as large numbers as our boys, and the time has come to solve the problem by finding suitable occupations even for those who have emerged from the rolls of "drawers of water and hewers of wood", because they consider it below their dignity, and therefore refuse to go back to the position vacated by them. They are longing and thirsting for a larger outlook, and no profitable employment has presented itself to every country in the world, ours not excepted.

The Unemployment Commission that concluded its sittings in Madras last year is an instance in point, showing that, with all the enormous resources of the Indian Government, the numerous walks of life open to the young men and women there, the almost unlimited facilities for trade and commerce available to the Indian youth, notwithstanding the hall-mark of learning and culture that a University degree impresses, the average Indian youth finds himself face to face with the problem of finding profitable occupations, not to mention occupations suitable to his position in life—much less to his academic distinction. If

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this should be the case in British India, how much more acute the problem must be in our little State, with its limited resources, but thickly populated, educated and intelligent population?

That the number of young men and women that get educated in our schools cannot all be employed in the Government or quasi-Government institutions goes without saying. The problem of finding employment for our boys and girls is not one for the individual or for the family alone to solve, but becomes a national question when the number of unemployed persons is anything like large. For instance, in most countries of Europe and America we find employment bureaus run by the State, unemployment insurance paid where a worker fails to secure work, and other similar activities. Considering the number of our boys and girls intelligent and educated on the look-out for work, which they more often fail to secure, the necessity, immediate and absolute, has arisen for utilising usefully the activities of this very useful class. Bad as the situation is to-day, there is no prospect of its improving in the near future either. The necessity, therefore, for devising ways and means to prevent a recurrence in future of this evil is a necessity more vital still. As days pass, while our resources remain stationary, our population increases as also individual needs. Twenty-five years ago, most families could subsist on their resources without having to find extraneous income. While families get enlarged in course of time, the return from land and that from other sources of income do not keep pace. The rural simplicity of those days have since been exchanged for the urban modes of life with all their elements of fashion and style, pomp and luxury. The new mode of living has been indulged in too long now, to be easily got rid of. There it is and it has evidently come to stay. The modern individual wants more for his needs than his more simple ancestors. That the needs have to be met has become the axiom of life. The only question for discussion is but a simple " how ".

The answer to this has been answered in several countries, and our task is simplified by being enabled to follow in their footsteps. In this connection I cannot do better than bring to your notice the excellent report submitted to the Cochin Durbar by the Household Arts Committee appointed in 1892. It is not possible within the time allowed for me to point out the large mass of learning and useful information contained in the Report, which, I am sure, must have come to the notice of every one here, and if by chance it has escaped the notice of any one here, I should earnestly recommend to spend a very useful half-hour in studying it.

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The aim of civilisation is to make the individual self-reliant and resourceful. It is to facilitate this that we impart education to our children. If this view of education is correct, can any one say with honest conviction that modern education tends to this goal? The consensus of a large mass of opinion is to the contrary, and under the circumstances the necessity, absolute and supreme, has arisen for modifying the curriculum of studies in our schools in such manner as would effectively cultivate and bring out the best faculties of the individual and utilise the same to the advantage of not only to himself but also to the community. To come to grips with the unemployment problem now, and prevent its recurrence in future, is our primary duty, and in my opinion it cannot be done more effectively than by the introduction of House-hold Arts and Cottage Industries in the schools of our State, more particularly in Girls' schools.

Mr. A. Sankara Puduval.—Sir, it gives me very great pleasure to second this resolution. I know Government is in full sympathy with the spirit of this resolution but the happy-go-lucky way in which Cottage Industries and House-hold Arts are being taught in schools makes me pause and think whether it has not yet become necessary to enforce compulsion in this matter. It has been found necessary in public schools in England and America that the well-known maxim laid down by a great educationist of modern times 'From the school to the toy-house and from the toy-house to the work-shop" should be adhered to. It has, however, not been adopted in India. Of the majority of pupils that attend our Primary and Secondary schools, a small percentage alone go for higher education and it behoves Government, in view of the helpless condition in which the children of aided schools and other schools are placed at present, to consider seriously whether it has not become necessary to enforce compulsory training in Cottage Industries and Household Arts. It seems to me that the time is overdue, and unless pressure is brought to bear upon the authorities who are responsible for running these institutions, the desired object is not likely to be achieved. Compulsory training in arts and crafts should be a condition precedent to grants being given to aided schools, and unless the Government takes upon itself the responsibility of introducing handicrafts in all primary and secondary schools, the day of salvation, the day of redemption for the unemployed half-educated people would be far distant. The matter should be taken serious notice of, and compulsion in these respects should be resorted to. The party to which I have the honour to belong wholly supports this resolution

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Mr. A. B. Salem.—Shall I have my say? I beg to support this resolution. In doing so, I wish to point out that this is a very serious resolution. On it depends the future of the young generation who will be the future citizens of this country. You know, Sir, that unemployment is facing the middle classes terribly. The very lower classes have got agriculture work. The higher classes find Government appointments, and the middle classes, excepting a few, are petty traders and artisans. The high-traders are all foreigners in Cochin. We find indigenous traders are very few. Under such circumstances, a large mass of our young men go about seeking employment elsewhere for swelling the ranks of the unemployed. Professions are crowded, and therefore, people must be given avenues of employment, and it is the prime duty of every Government to find out these avenues and to lead and take measures in time for the solution of these very necessary problems facing society and the body-politic.

I conceive that it is not the mere function of the Government simply to sit tight in their places doing their old routine work of administration, the keeping of law and order, but it is their imperative duty to take measures for the welfare and advancement, prosperity and well-being of the people entrusted to their care. Otherwise you cease to function as the highest part of society as Government, and you simply sink into a mere soulless administration, which carries on the ministerial paper work of other countries. That is the way in which the Government should view this resolution. This resolution gives them an opening; gives them a chance to show how much of constructive work the Government can perform to solve this problem. You have pointed out that we have only destructive criticism, and that we don't make any constructive suggestions. We turn round and ask now, how much constructive ability you have to solve these problems. Sir, in Cochin we have got a great field in which people'sattention can be diverted for employment. You have not got a commercial intelligence bureau; you have not an agricultural bureau. I have asked what is the quantity of rice required for this country, to which the answer was "we don't know." Have you got statistics about the commercial movements that are going on in this country? You say "we do not know." You are bereft of all these informations which are necessary for the well-being of the country. You have not armed yourselves with these statistics to find out means for enough foodstuffs to be raised in our soil to make our country self-contained. Now it may be said that these matters, of course, are not very relevant to this particular resolution,

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but it comes sideways, so to say, when what kind of arts and industries you must encourage are in question. You may say you have an Agricultural Department, and we have been criticising the department from the beginning of this Council, for the result of the agriculture we have not sufficient to feed the country. It was said in olden days that the produce of the soil was sufficient for the people but now-a-days it is not enough. Therefore is it your duty to accept this resolution and introduce compulsory subjects into the minds of the younger generations so that they may not be faced with the problem of unemployment. So I support the resolution whole-heartedly.

Mr. K. Raman Menon.—The resolution is rather material. Of course we are spending lakhs of rupees on the education—literary education. The aim and object in establishing universities is to give the young men a university education which is the greatest thing now aspired for, and that is the policy of Lord Macaulay and it has taken a deep root. The question is not the want of employment for the uneducated, but the question is the unemployment of the educated. Our Government have been spending liberally for literary education. The other kind of education which is necessary for the development of the country, to develop the economic resources, to create interests in other lines for improving the conditions of the people is not carefully looked into. Of course it is not the fault of the Government. The habit of the people has become such that they value to have literary education, college education and get some employment in Government. There is no aim in view to earn an independent living by improving other resources of the country. Of course, the economic development is also at a very low level. Such being the case, it is a happy idea to turn to the resolution now brought forward and that even in the schools the taste for agriculture, Household Arts and Industries must be stimulated and some instruction of these arts and industries will help the students of the coming generation in making a proper living for themselves, because we have seen that the great evil is the unemployment of the educated class and such people must be drawn to other walks of life and objects in view than enter into the service of the Government. So unless the direction is given to improve the other sources there will be no prosperity to the country.

President.—Will you kindly enumerate the arts and industries which you wish to introduce as compulsory subjects in the schools, for the information of this House? I put this question for information.

Mr. K. Raman Menon.—Agriculture, carpentry, carving, pottery, mat-making, metal work, lace-making, carpet making, smithy work, needle-work and coir industry.

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President.—These subjects are already taught in schools in Ernakulam and Trichur-"Schools for arts and industries".

Mr. K. Raman Menon.—I said the Government is giving special attention to literary education. These subjects should be taught in High schools.

President.—We condemn that policy. Our present policy is to divert. People are running after higher education. They want to become B. A's., M. A's. and M. L's. We are trying to get at least half a dozen schools in which these handicrafts are taught.

Mr. K. Raman Menon.—Literary education is an impetus. People resort and stick up to literary education. With these words, I support the resolution.

President.—What are the handicrafts introduced in the schools ?

Mr. T. K. Krishna Menon.—The President was the Director of Public Instruction. The Report was on the table, when this resolution was originally tabled by the Lady member.

President.—Mr. C. Matthai, I think you can give us an account of the arts.

Rao Sahib Mr. C. Matthai.—Sir, I am in the happy position on being able to accept the spirit of the resolution that has been placed before the House. As you know, Sir, I have repeatedly said in this House, so far as Primary and Secondary education is concerned, there is nothing so deplorable as that the education that we imparted has been in the past entirely of a literary character, and this House knows, and those that have been closely following the activities of the Education Department know, that during the past few years if we have been striving for anything, it was for creating this very healthy diversion of our young people, boys and girls, from a purely literary career to careers that would be of practical use to them (*hear, hear*). But there are misunderstandings to be cleared. There is a prevailing idea that all these useful industries could be taught in literary schools—Primary schools and High schools. Well, it is no doubt true, and it is very desirable that we should try to effect this healthy diversion; but to turn out skilled carpenters, blacksmiths and agriculturists it may be too much to attempt in literary schools where it is not always possible to attain a high standard of technical skill. All that we claim to do is to give to the education imparted in our schools what is called a vocational bias. If we are able to accomplish it, I imagine we shall have done a very useful and valuable work. If you want to get a young man to be a master carpenter or a mechanic or such other skilled workman, you have got to send him to a special institution

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where that particular industry or profession is taught. As Members who spoke on the subject have brought to the notice of the House, it used to be the idea of our men, young men in primary and secondary schools, after finishing their secondary education course to enter a college for higher university education. Well, now we are introducing certain subjects such as agriculture to divert these young people into more useful careers. We know too well of the great problem of unemployment facing our educated people. In the case of the young people who pass out of our secondary institutions it is our duty, as far as it lies in our power and as far as funds would permit, to so frame the course of instruction as to give this healthy bias—both for boys and girls.

I shall just try to give an idea of what we have done during recent years. We have introduced certain optional subjects. In about 6 schools we have introduced agriculture—in selected schools which are situated in agricultural areas, such as Irinjalakkuda, Chalakkudi, Chittur, Mulanthuruthi and Vadakkancheri. Well, we have been providing instruction to the students in this subject and we have opened demonstration farms where the boys who attend this course spend a useful part of their time. Of course, we have only made a beginning. I do not want to claim that these young men get all the training they require to make themselves useful. That will take time to develop.

Then we have introduced optional subjects like Weaving, Smithery and Foundry, Mat-making, Carpentry and Rattan work; and for girls Dress-making, Lace-work, Embroidery and Mat-making. In order to encourage the vocational training of boys and girls any one of these industrial subjects would be counted as equivalent to two optionals, for, to complete the School Final a student should take two literary optionals. In order to provide an incentive to take these subjects they have been given this concession, and so far as secondary schools are concerned, it is quite gratifying to find that several of our boys and girls are taking these subjects as optionals.

President.—Do they continue only as optionals?

Rao Sahib Mr. C. Matthai.—Only optional subjects in High schools. We have got certain handicrafts more or less compulsory in our Primary and Secondary schools, for instance, Spinning as a handicraft according to a resolution passed by this Council. That is to be taught in all our schools and every year we are making progress. That is only a handicraft for children in Primary schools. As soon as they enter the Lower Secondary department, viz., 1st Form, 2nd Form and 3rd Form, we introduce certain other useful handicrafts. In the opening of new industrial schools our present

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policy is to locate these Industrial schools side by side with Secondary schools, for example, we have opened in Vadakkancheri an Industrial school which is located side by side with the High school. Pupils in their leisure hours go to these Industrial schools, where they are taught weaving or carpentry or such other handicrafts, as in Kunnamkulam and Nemmara. These conveniences are used by the pupils. So, I think we get a more satisfactory sort of manual training under expert teachers. During the manual training period, these boys go to the Industrial schools and are given training. That sort of preliminary training up to the III Form could be provided for both boys and girls. If they show special aptitude for any one of these subjects, they are asked to take that subject as an optional subject for the School Final, so that advanced instruction may be given in that subject. So, when these young people complete their School Final, they can go for further advanced training or take to these useful avocations. A good carpenter or a good weaver can earn more than a typist or a Primary school teacher in these days. So, these inducements will be sufficient to divert our young people to these useful industrial careers. As the mover of the resolution pointed out, it is especially desirable in the case of girls. In several Girl's schools we have introduced some of these handicrafts. We have introduced cookery. The difficulty is we have got to provide accommodation. In the High school recently constructed in Ernakulam, provision is going to be made for teaching cookery.

Mr. N. Padmanabha Menon.—On a point of information, is it useful and popular?

Rao Sahib Mr. C. Matthai.—We don't compel, but many girls join these classes paying special fees.

Mr. N. Padmanabha Menon.—How many students study cookery in the State?

Rao Sahib Mr. C. Matthai.—About 150, so far. The difficulty is want of accommodation and good qualified teachers. Every lady graduate is not supposed to be competent to teach cookery, and so we have to get hold of persons who know real cookery. In the Girls' High School, Trichur, we have a Brahmin widow lady. In Ollur also we have introduced cookery as also in the Convent High School, Trichur. In Kunnamkulam we have a matron who knows cookery. One difficulty is to get qualified teachers.

Another useful subject is House-keeping and Nursing. Last year we sent a batch of lady graduates to the General Hospital at Ernakulam, and they were trained in Nursing and House-keeping, and now they have gone back to their schools, and are giving theoretical and practical instruction. They take the girls

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into the nearest hospital, where they are given actual demonstration in Nursing. You will be glad to know that the girls themselves appreciate this work. At Trichur I was told, when they were first taken to the Women's Hospital, they were reluctant to touch the patients. They got over the hesitation. So much so, they began to be over-attentive in nursing the patients. We expect to send another batch of lady graduates for training. It is no doubt a healthy attitude of mind that is developed by such training.

Dr. A. R. Menon.—How long have they been in hospital?

Rao Sahib Mr. C. Matthai.—It is only on certain days they attend hospitlas. Our doctors tell us the great difficulty that they have to encounter is the want of intelligent nursing. When they go to houses, it is very easy to diagnose and prescribe, but the patients have to be well looked after in the intervals of their visits and their instructions carried out; for instance, in taking the temperature and keeping a record of it, in giving the right kind of food and so on. All these require a certain amount of training, which, unfortunately, the ladies of the house do not possess; and so when our girls get this kind of training in schools, it would be a great help. I do not mean that they should go outside their homes as professional nurses, but they can be of use in their houses in looking after children and sick people; so that we consider it a step in the right direction. We require more trained teachers to extend such training to all our girls' Secondary schools. All these things will take time.

We are making additional facilities for teaching weaving. Mere spinning does not appeal so much to girls, but when the yarn that is made by them is converted into cloth, it appeals to them more. So we are trying to combine spinning with weaving wherever possible. And in the case of schools where there is not sufficient work for a loom, the yarn is taken to another school where weaving is carried on, and I do not think we need be disappointed with the result so far achieved. There are certain schools where coir work is taken up and is found very useful. You will remember, Sir, while we visited Panambukad to attend the gathering of the depressed classes, where we enquired about the spinning carried in schools, the Manager of one of the aided schools told us he found coir work more profitable, and he said wherever possible he was trying to teach the children coir work. Raw material is there near at hand. As soon as the fibre is converted into coir or rugs, there is demand. He stated that in his school he was able to get a decent amount by the work of the boys, and when these boys left the school, they found that they could readily take to this work, so that the

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could earn a decent wage. So, we have to study local conditions when we introduce handicrafts in schools. I can tell you more.

President.—I want you to give a summary of the report of the Committee. We shall deal with that after lunch.

(*The House rose for lunch at 2 p. m. and reassembled at 3 p. m. with M. R. Ry. V. K. Kochunni Menon Avl., the Deputy President, in the chair.*)

Deputy President.—We will continue the general discussion. Mr. Matthai will continue.

Rao Sahib Mr. C. Matthai.—I am asked to give some idea of the recommendations of the Committee that was appointed some years ago to investigate this question.

Mr. A. B. Salem.—Is it published? If not, can it not be published for the Members to read?

Rao Sahib Mr. C. Matthai.—I do dot think it is published. It can be published. I have just got a report of the Committee, and I find the main recommendations are these:—'We would respectfully advise the Government to start Basket-making, Mat-making, Spinning, Weaving, Toy-making, etc.' These are some of the industries, suggested and then there is Type-writing, making of coir yarn, making articles by this coir yarn, etc. Each of these will have to be taught by trained teachers. The subjects may vary in the case of localities. These are industries suggested, and then there are House-hold Arts to make a start to reach the desired goal, with the following minimum subjects:—Cooking, suited also for invalids, Domestic Economy, suited to Indian conditions, Hygiene and Sanitation, First-aid, Nursing, Domestic gardening, Management of domestic animals, Sewing, Dress-making, Embroidery, Lace work, treating infants according to Ayurvedic system (*Bala Chikalsa*), etc. These are the various subjects recommended for adoption in Girls' schools, and I have touched on these in the remarks that I made this morning. You will see that we have made a serious beginning and can work gradually and steadily towards the adoption of all these subjects in the curriculum of our Girls' schools. There are certain subjects which the Department has not yet introduced. But Government have accepted the proposals, and we are trying to introduce them gradually into our schools. There are certain practical difficulties connected with accommodation and equipment, and there is the want of skilled teachers to supervise. Then there is the question of funds. As far as conditions permit, we are glad to say, we are making steady progress in the adoption of these useful subjects of instruction in our Girls' schools. In most of our Girls' schools have been introduced

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Nursing and House-keeping, and in several of our schools have been introduced Cookery, Sewing, Knitting, Lace work and Embroidery. In Trichur we have got a Girls' Industrial School where these subjects as well as other industrial subjects are taught, and girls from the High School are allowed to attend these classes and study these subjects. Then there are Fine Arts, like Painting, Drawing, Music, etc., which are taught in the Girls' High School at Trichur. So far as Ernakulam is concerned, we were simply waiting for the erection of the new buildings, because it was absolutely impossible to introduce anything of this kind in the congested condition of the old school. We hope to introduce these subjects in the Girls' High School at Ernakulam. We are only waiting for the provision of necessary facilities; and as I said at the outset, I may assure the House that we are in entire sympathy with the resolution, and we are fully prepared to accept the spirit of the resolution that has been moved. We have accepted the principle of the compulsory teaching of these useful subjects, as far as funds would permit, and as far as local conditions would allow. We are gradually working towards the goal of compulsion, and I hope this assurance will satisfy the House.

Dr. A. R. Menon.—What about Spinning?

Rao Sahib Mr. C. Matthai.—Spinning has been introduced in many of the schools, and it has made good progress. In the great majority of schools, it has already been introduced, and it is making distinct progress. Of course, it has not been possible to introduce Spinning in all the schools. We have not reached that stage yet. But, as far as possible, we are trying to make Spinning and Weaving more popular and appreciated by the pupils.

Mr. N. Padmanabha Menon.—With the five hours at the disposal of the student, is it possible to introduce all these subjects in the curriculum?

Rao Sahib Mr. C. Matthai.—Some of the subjects are taught within the 5 hours. But in many cases the students do practical work after 4. For example, in Chalakkudi the boys, who go to the Tramway workshop for practical instruction, continue after 4, and it is arranged that the boys learning work in a Smithery and Foundry should go to the Tramway work-shop at the latter part of the day, so that they could stay on in the work-shop and do practical work; so also in the Trichur Industrial School.

Mr. N. Padmanabha Menon.—Considering the question whether these subjects should be made compulsory in all schools, what I want to know is whether it will be possible to introduce all these subjects within these 5 hours. I expect some remarks on that point.

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Rao Sahib Mr. C. Matthai.—As I have already said, compulsion is our ultimate goal. As things stand at present, it seems impossible. That is why I guarded myself and said that we are fully alive to the necessity of giving such instruction. We hope in course of time to extend.

Mr. N. Padmanabha Menon.—Are we to understand that the discussion as an academical question has been accepted by the Department ?

Rao Sahib Mr. C. Matthai.—We have gone much beyond the academical stage.

Mr. N. Padmanabha Menon.—Is it possible to teach all these subjects within these five hours ?

Rao Sahib Mr. C. Matthai.—That will depend upon the subjects they want to be taught.

Mr. N. Padmanabha Menon.—If you want to introduce one subject, will it not affect the curriculum ?

Rao Sahib Mr. C. Matthai.—For instance, in High schools, we are sending boys of the Lower Secondary Forms into the neighbouring Industrial schools for manual training. This is done within the 5 hours. We have so arranged the time-tables. During these periods the industrial teachers are free, and they can attend to the manual work of the Secondary Forms.

Mr. N. Padmanabha Menon.—I want to draw the attention of the Department to the vital necessity of revising the curriculum.

Rao Sahib Mr. C. Matthai.—That has been receiving the attention of the Department. Moreover, we have got a Women Teachers' Association. They are corresponding with the All-India Women's Association, and certain resolutions have been passed, and in the light of that correspondence a draft curriculum is being prepared. That subject is engaging the attention of the Department.

Mr. N. Padmanabha Menon.—'Cochin Women's Association'. Have they been asked by the Government?

Rao Sahib Mr. C. Matthai.—They wrote to us. We sent two of our women to Poona last year, and they were given a grant by the Government; and when they returned, they submitted a report in which they pointed out the desirability of revising the curriculum for our Girls' schools. But it is only at a provisional stage now. We are corresponding with the Committee, and we have not reached the final stage.

Mr. N. Padmanabha Menon.—Will the public have an opportunity of discussing the resolution before any definite step is taken ?

Rao Sahib Mr. C. Matthai.—We shall only be too glad if you are given the opportunity.

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Mr. N. Padmanabha Menon.—Will it be placed before this Council before it takes shape?

Rao Sahib Mr. C. Matthai.—Yes, it will be placed.

Mr. N. Padmanabha Menon.—I understand that you are referring to Carpentry, Bell-metal work, Smithy, etc. Do these come under House-hold Arts and Cottage Industries?

Rao Sahib Mr. C. Matthai.—No. They don't all come. But I was compelled to touch on these matters, because they were referred to by previous speakers. But they cannot all be included in House-hold Arts.

Mr. A. B. Salem.—May I know whether that report could be published?

Mr. C. Achyuta Menon.—It was published in the Education Supplement to the '*Hindu*'.

Mr. A. B. Salem.—Is it published along with the proceedings?

Mr. T. K. Krishna Menon.—No, it is not published.

Mr. M. K. Raman.—Do the Government accept this resolution? I want to understand it plainly. The Hon'ble Member said that Government accept the spirit of the resolution. Do they accept this resolution?

Deputy President.—It is impossible to enforce it.

Rao Sahib Mr.C. Matthai.—It was the same thing that we said about Spinning. We were not able to introduce Spinning from the very year in which we adopted it. But now remarkable progress has been made, so that a great majority of our schools are carrying on Spinning.

Dr. A. R. Menon.—Have you given those statistics here?

Rao Sahib Mr. C. Matthai.—We have given the number of schools where it is started.

Dr. A. R. Menon.—You have not given the total number of pupils?

Rao Sahib Mr. C. Matthai.—That also was given in the shape of an answer to a question. But the number is increasing from day to day. In most schools you can see boys and girls spinning with *Thaklies*, and these *Thaklies* cost only one or two pies. To-day the number of *Thaklies* required will be 200, and to-morrow it will be 300 and so on, so that the number is steadily increasing. So it is very difficult to give the exact number.

Mr. N. Padmanabha Menon.—I have seen in some Primary schools many *Thaklies*, but there is no cotton.

Rao Sahib Mr. C. Matthai.—We are trying to raise cotton in the school compound itself. In fact, during this year, the growing of cotton was much more successful than last year.

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There are very many schools there that do not depend upon the supply.

Mr. N. Padmanabha Menon.—But in the schools I referred to there are no school gardens even.

Rao Sahib Mr. C. Matthai.—That will take some time. It cannot be done all on a sudden.

Mr. E. Ikkanda Wariar.—Does the Hon'ble Member seriously think that the school gardens will supply them with the necessary cotton for even a week?

Rao Sahib Mr. C. Matthai.— I know there are certain schools in the State where they grow sufficient cotton for the whole year.

Mr. E. Ikkanda Wariar.—May I know in which school?

Rao Sahib Mr. C. Matthai.—In several schools.

Mr. E. Ikkanda Wariar.—Even if they devote one hour every day, the cotton will not be sufficient.

Rao Sahib Mr. C Matthai.—If it is done twice a week, we shall be satisfied.

Mr. A. Sankara Puduval.—I want to know whether the Government have accepted the resolution. Only in that case it should be pressed to a division. If they accept it, there is no necessity of pressing it. Does the Hon'ble Lady Member press it to a division?

Rao Sahib Mr. C. Matthai.—I have explained it sufficiently, so that it requires no further explanation.

Mr. E. Ikkanda Wariar.—The resolution only says 'as far as possible'.

Rao Sahib Mr. C. Matthai.—We are quite prepared to accept it, provided a reasonable time is given.

Mr. A. Sankara Puduval.—It is better to change it to 'as early as practicable'.

Rao Sahib Mr. C. Matthai.—I have no objection.

Srimati T. Madhavi Amma.—If the Government has accepted my resolution, I am prepared to withdraw.

Rao Sahib Mr.C. Matthai.—The subjects are not specified. Supposing in one school we are able to introduce only one subject? It is not possible to introduce all the subjects in all schools.

Mr. T. K. Krishna Menon.—'Possible' may be changed into 'practicable'.

Deputy President.—Do you agree?

Srimati T. Madhavi Amma.—Yes, I agree.

Deputy President.—Then the resolution may be amended by substituting the word 'practicable' instead of the word 'possible'.

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